

St. Faith's KS1 Progression in writing: new curriculum requirements organised into strands

| Strand related to AF | Year 1 | Year 2 |
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| Transcription | Pupils should be taught to | Pupils should be taught to: |
| Spelling | write from memory simple sentences dictated by the teacher that include words taught so far. | write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. |
| Phonemic and phonological | Spell words containing each of the 40+ phonemes already taught Division of words into syllables | spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones distinguishing between homophones and near- homophones |
| Morphemic | add prefixes and suffixes: <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix <i>un-</i> using –<i>ing</i>, –<i>ed</i>, –<i>er</i> and –<i>est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>) | Formation of nouns using suffixes such as – <i>ness</i> , – <i>er</i> and by compounding (e.g. <i>whiteboard</i> , <i>superman</i>) Formation of adjectives using suffixes such as – <i>ful</i> , – <i>less</i> (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes – <i>er</i> , – <i>est</i> in adjectives and – <i>ly</i> to turn adjectives into adverbs |
| High frequency | Common exception words Days of the week Letter names | learning to spell common exception words |
| Handwriting | Pupils should be taught to: <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | Pupils should be taught to: <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. |
| Orthographic rules | leaving spaces between words using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] |

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| Composition | <p>Non statutory guidance:</p> <p>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.</p> <p>Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> | <p>Non-statutory guidance:</p> <p>Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas by playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> |
| Writing range | <p>sequencing sentences to form short narratives</p> | <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes |
| Writing process | <p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. | <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear. |
| Grammar | <p>joining words and joining clauses using <i>and</i></p> | <p>learning how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> • the present and past tenses correctly and consistently including the progressive form • subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • using some features of written Standard English |

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| Punctuation | beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | learning how to use both familiar and new punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (e.g. I'm, she's, can't) |
| Terminology for pupils | letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma |